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ABSTRACT

This unit of 20 classroom learning episodes is structured to improve students' ability to read and interpret maps and globes. Performance objectives, outlined in part 1, include developing map and globe skills to locate, acquire, organize, interpret, evaluate, and express knowledge and information. Each of the learning episodes in part 2 contains instructional objectives, learning activities, and materials needed to carry out the activity. The learning episodes require 1 to 3 days of instructional time. Activities are developed and materials are provided to teach: (1) the four cardinal directions; (2) the four intermediate directions; (3) use of map symbols and legends; (4) designing maps; and (5) using map grids. Students are also taught to use state, United States, and world maps. An outlined U.S. map is provided for students to label the states, and the continents and oceans are labelled on an outline world map. A comprehensive posttest is provided. (SM)

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MAPS AND GLOBES

AN INSTRUCTIONAL UNIT FOR ELEMENTARY GRADES

by

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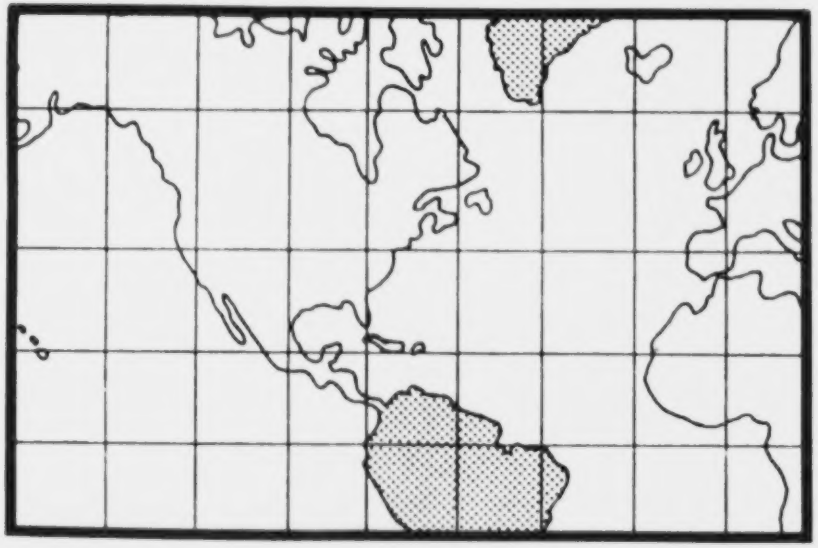

AN INSTRUCTIONAL UNIT FOR ELEMENTARY GRADES

UNIT III PRODUCTS
Malcolm Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa 50613

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MAPS AND GLOBES

An Instructional Unit for Elementary Grades

Developed by Unit III Products
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INTRODUCTION

Refinement of student ability to read and interpret maps and globes is an important skill in social studies instruction. It is through maps and globes that people obtain information about their environment which proves essential in the solution of personal and social problems. Maps and globes aid people in determining location and the availability of resources (physical and cultural), as well as their relationship to other communities and cultures.

It is the intent of this sequence of classroom learning episodes to describe instructional objectives, activities, and materials of map-related activities. Part I outlines a series of performance objectives. Part II provides a series of learning episodes each of which requires one to three days of instructional time. Objectives, materials, and activities are listed for each learning episode. Samples of tests and worksheets immediately follow each learning episode.

PART I

At the end of this sequence of learning episodes, the children will have demonstrated through group activities and discussions, worksheets, and tests, their ability to perform these selected skills and to express their knowledge of certain geographic concepts.

MAP AND GLOBE SKILLS

1. Skills which promote the student's ability to locate information on maps and globes.
   a. Recognizing the home city on state maps and the home state on maps of the United States.
   b. Recognizing the United States on world maps and globes.
   c. Recognizing land and water masses on maps of the state, United States, the world, and a globe.
   d. Recognizing symbols for rivers, lakes, and cities.
   e. Using the title as a guide to content.
   f. Recognizing keys and symbols used for special purpose maps.
   g. Using grids to locate specific places.
2. Skills which promote the student's ability to acquire information on maps and globes.
   a. Identifying specific names of continents, countries, states, cities, bodies of water.
   b. Finding answers to specific questions regarding places.
   c. Noting the sizes and shapes of areas.
   d. Using keys and symbols for maps and globes.

3. Skills which promote the student's ability to organize information obtained from maps and globes.

   a. Selecting answers to question.

   b. Classifying places or areas identified on maps and globes as continents, countries, states, cities, bodies of water, islands.

   c. Planning a trip using distance, direction, and locations.

   d. Composing a title for a map.

4. Skills which promote the student's ability to interpret information obtained from maps and globes.

   a. Using cardinal directions in the classroom and neighborhood.

   b. Using intermediate directions in the classroom and neighborhood.

   c. Using cardinal and intermediate directions in working with maps and globes.

   d. Orienting desk outline maps and road maps correctly to the north.

5. Skills which promote the student's ability to evaluate information obtained from maps and globes.

   a. Considering which maps are most appropriate for information desired.

   b. Comparing information obtained from maps and globes with other sources of information.

6. Skills which promote the student's ability to express knowledge concerning maps and globes.

   a. Constructing maps which
      (1) are properly oriented as to directions
      (2) use symbols and legends
      (3) illustrate physical and cultural features
      (4) are properly titled

   b. Referring to maps and globes in oral reports.

PART II

The following learning episodes are designed to reinforce map and globe skills basic to most elementary skills programs. During the teaching of this unit, you may wish to locate or make the following materials ahead of time:

Learning Episode:	Materials:
I	doll house
II	directional labels
IV	school floor plan
VII	coordinate labels
X	intermediate direction signs
XI	community maps
XII	state highway maps
XII	red, blue, green, and yellow shapes for map symbols
XIV	other state maps
XVI	United States map
XVIII	world map
XIX	globe
XIX	6" styrofoam balls

Learning Episode I

Objectives	Activities	Additional Activities
1. To compare the side view and top view of a three-dimensional object. 2. To translate the top view of the object to a two-dimensional model. 3. To translate a classroom into a two-dimensional model (map). Materials For the teacher: Doll house, with removable roof and furniture (check with your kindergarten teachers) Photographs of doll house: one of front view one of top view For each student: 12" x 18" manila paper	The students viewed a doll house from both the top and side. They were then asked to sketch both of these views on the chalkboard. Photographs showing the top and side views of the doll house were compared with the chalk sketches. Through discussion, the students noted the differences between their sketches of the doll house and the photographs. The students were asked to describe what a top view of their classroom would look like. They were given a 12" x 18" sheet of manila paper and drew a two-dimensional model (map) of their classroom.	1. Caption a bulletin board with "A World of Maps" arranging different maps on the background. 2. Visit a tall building in your community and allow students to look down on nearby surroundings. 3. Title a bulletin board "Floor Plan of our Room" and place the students' maps on it. 4. Encourage the students to look for floor plans in newspapers and magazines. 5. Collect aerial photographs of your community. (See your Chamber of Commerce or county engineer.) 6. Encourage students to draw a floor plan of a room at home. 7. Show films containing aerial views.

Learning Episode II

Objectives	Activities	Additional Activities
1. To identify the four cardinal directions in our classroom. 2. To use the four cardinal directions in finding locations. Materials For the teacher: Chalk eraser Four 6" x 8" signs, one each labeled north, south, east, west Plasti-tak or any appropriate wall adhesive	The students received an inside orientation for north, south, east, and west. The four directional labels were placed on the walls of the classroom. The students stood by their desks facing north. The teacher directed them by giving verbal commands, such as: 1) Use your left hand to point north. 2) Use your right hand to point south. 3) Turn your body so you are facing west. 4) Face the direction in which the sun rises. 5) Face the direction in which the sun sets. The game "Treasure Hunt" was introduced. One student left the room. Another student hid the chalk eraser in the classroom. The first student, upon entering the classroom, received directions from his/her classmates, in turn, such as: "Take 5 steps north . . . Take 3 steps east . . ." When the student reached the hidden eraser, he/she chose the next student to be "it" and the game continued. (This game could be repeated outside.)	1. Dismiss the students by directions, such as "All students seated along the east side of the room . . ." or "All students facing north . . ." 2. Students can use or construct their own compasses. 3. Adapt commercial game "Twister" to focus on cardinal directions.

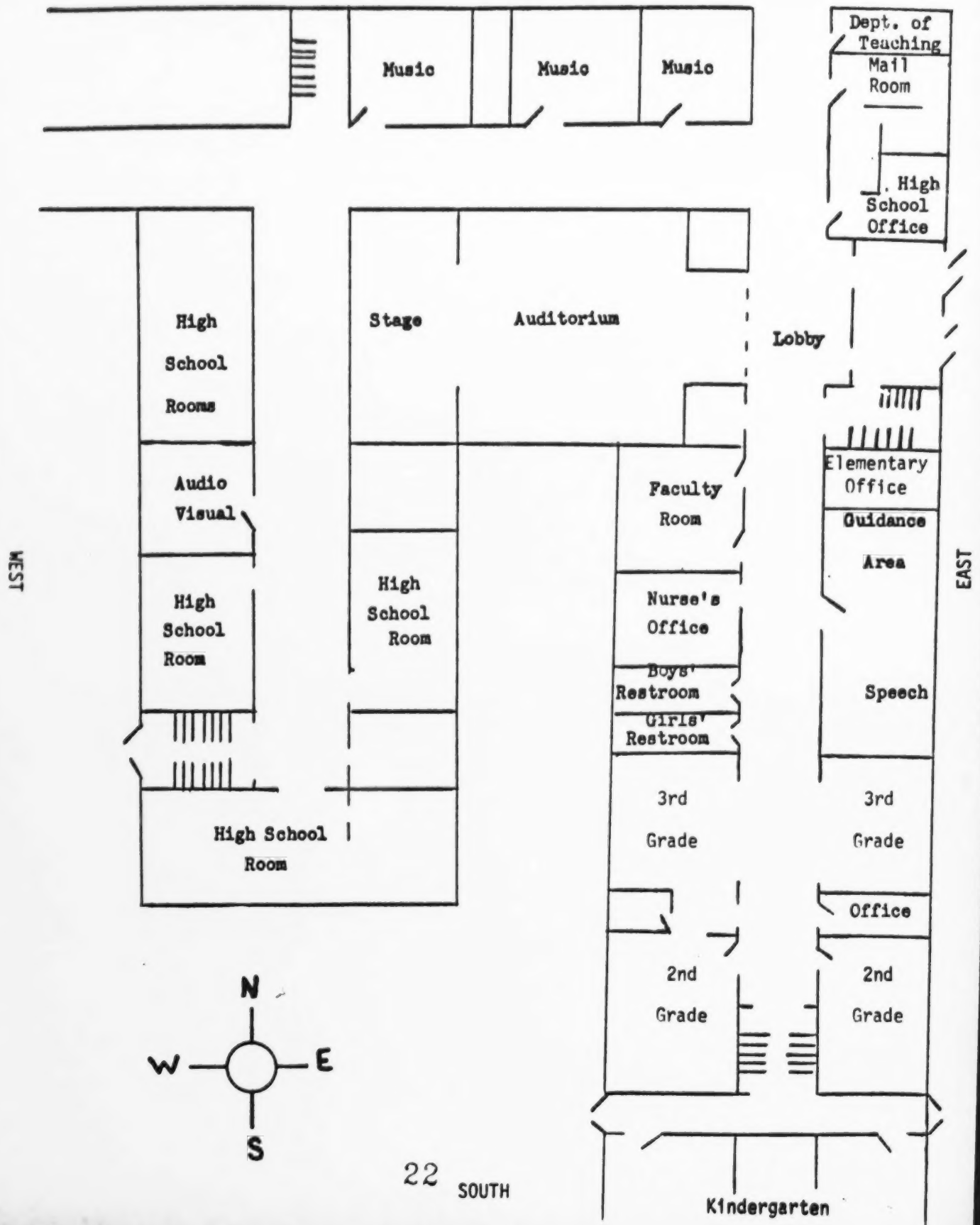
Learning Episode III

Objectives	Activities	Additional Activities
1. To identify the four cardinal directions using the sun as a referent. 2. To use the four cardinal directions in finding locations. Materials For the teacher: chalk	The students went outside and were asked to face the direction in which the the sun rises (east). Through discussion the students realized that the sun assists us in determining directions because we know it rises in the east and sets in the west. A compass rose was drawn on the playground with a piece of chalk. The four cardinal directions were labeled. The game "Cardinal Director, May I?" was introduced to reinforce directions. The students formed rows facing north. One student was selected to be the leader or "Cardinal Director." The Cardinal Director faces the other students, calls out a student's name, and tells him/her how many steps to take in a specific direction, such as, "Beth, take four steps east." The student says, "Cardinal Director, May I?" The Cardinal Director then responds with "Yes." If the student moves the wrong direction or forgets to say "Cardinal Director, May I?" they may not move. The class may be divided into two or more groups after they understand how to play. The leader, or Cardinal Director, should be changed frequently. The students were asked which direction they would walk to get to a specific location, such as the swing set, the slide, the jungle gym, etc.	1. The students could find directions outside by using compasses. 2. The students could tape pieces of paper on the playground. Record the time and draw their shadows in the morning, at noon, and before they go home, using three different colors.

Objectives	Activities	Additional Activities
1. To use the four cardinal directions to describe a specific place on a map. 2. To locate a specific place on a map by using the four cardinal directions. Materials For each student: A map showing a simple floor plan of the school One marker (bean, button, or such)	The students moved their desks so they all faced north. A map of the school and one marker were given to each student. The students identified which place the map represented. Then they were asked to read the title on the map. The students were paired with the persons sitting beside them. A barrier, such as a large book, was placed between them so they could not see each other's maps. One student then placed a marker in one of the rooms on the map and gave the partner directions which, if followed correctly, would lead the partner to the right room. Example: "Go in the door on the east side of the building at the south end. Go 4 steps to the west, turn north and go 12 steps. Turn east, go 1 step to reach the right room." (Students used their fingers as "steps" by placing them side by side.) The students took turns giving oral directions and following the directions to locate the marker.	1. A map of a town or section of the student's town could be used in much the same way--using blocks instead of steps as the unit of measure. 2. A similar game could be played outside. One student thinks of an object on the playground, then gives directions to a partner. Actual footsteps would be the unit of measure.

NORTH

SCHOOL FLOOR PLAN (sample)



Objectives	Activities	Additional Activities
1. To introduce the concept of map symbols. 2. To identify the legend as a listing of symbols and their meanings. Materials For the teacher: Chalk for drawing a map on the chalkboard, or overhead projector, transparency, and a marker International symbols (see next page) Sample Imaginary City (see additional page at end of episode)	On the chalkboard or overhead projector, the teacher drew a large square and asked the students to help design an imaginary city (see sample). As the students suggested various landmarks and buildings they wanted in their city, they were drawn and labeled in the large square. The students suggested such things as stores, schools, churches, streets, rivers, etc. Through discussion the students recognized the difficulty in using words to label each drawing. The teacher explained that symbols can be used to simplify and communicate map information. As the students identified various objects, the teacher introduced the symbol to represent that object (use internationally accepted ones when applicable--allow students to design symbols for other objects). The symbols were organized and defined in a legend. A quick review of the map using the legend and symbols reinforced the idea that these were very useful in interpreting the map.	1. Display a simple map without a legend. Ask students to create definitions for the symbols. Then show the legend and follow with discussion. 2. Use the internationally accepted symbols as flash cards. 3. Let students create original symbols and design maps using these symbols.

INTERNATIONAL MAP SYMBOLS

airport

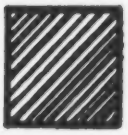
church

forest

interchange

post office

bridge


city

golf course

island

railroad

buildings

dwellings

harbor

lake

river

capital city

factory

hill

mountain

school

cemetery

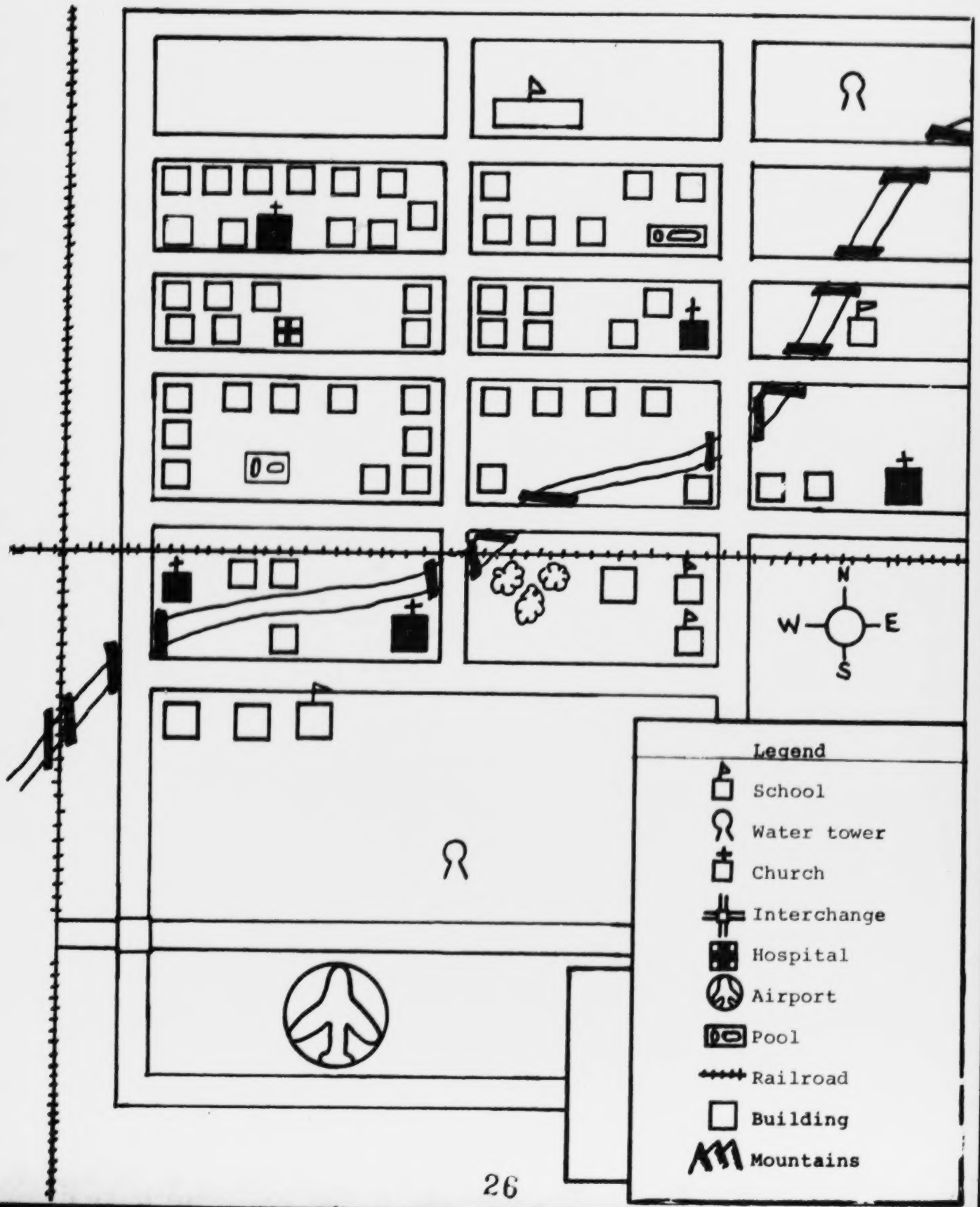
farm

hospital

peninsula coastline

shopping center

SAMPLE IMAGINARY CITY

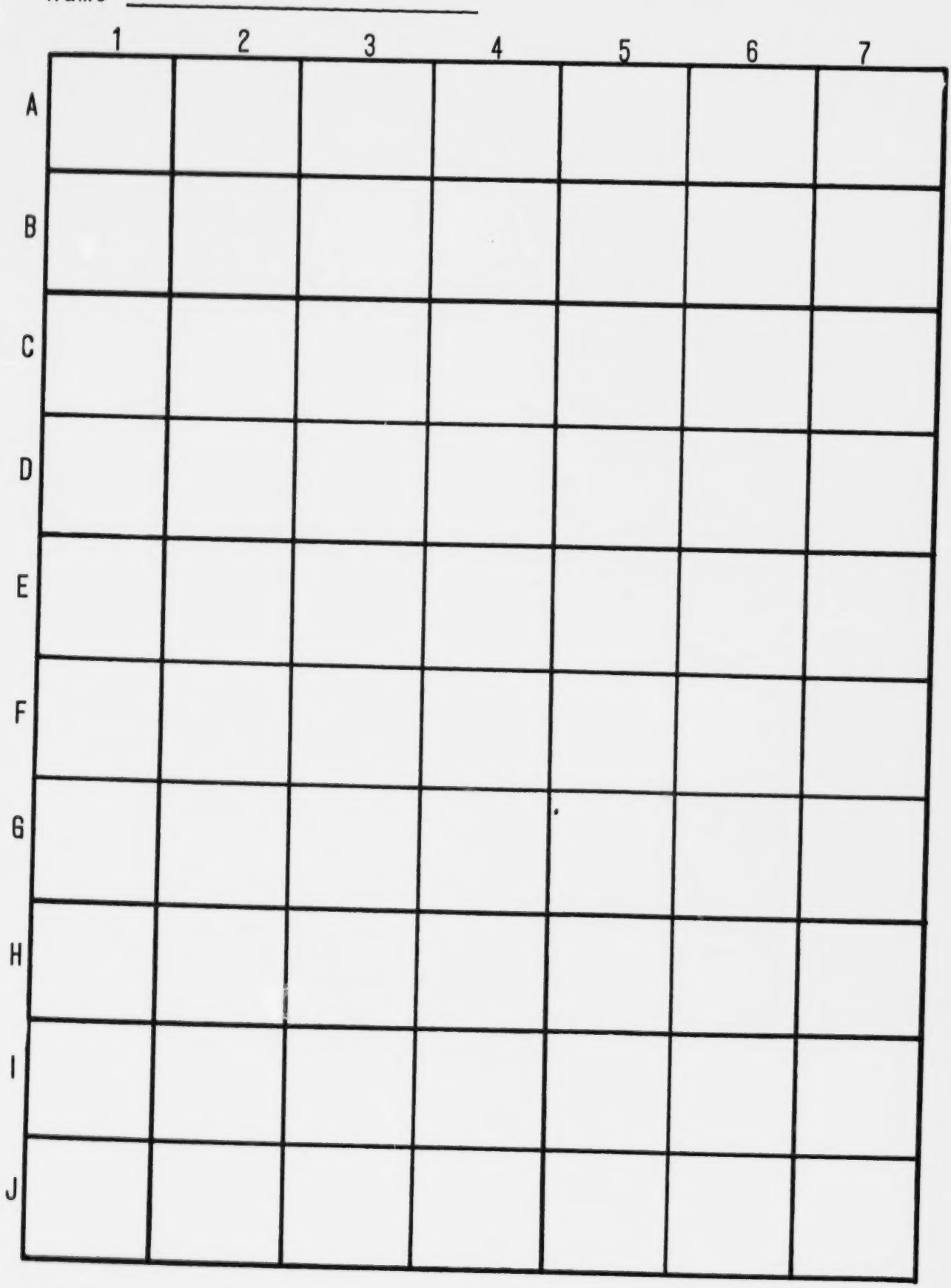


Learning Episode VI

Objectives	Activities	Additional Activities
1. To reinforce the use of map symbols. 2. To design a map of the school playground. Materials For small groups of students: Pieces of construction paper for symbols Sheets of paper (approximately 36" x 36")	This day's activities started with a review of the purpose of symbols. Since the students were going to make a map of the playground, there was a discussion about making a real map rather than an imaginary one. The topics of discussion included: the setting of boundaries, the identification of physical features (trees, shrubs, grass, etc.) and manmade objects (buildings, sidewalks, equipment, ball diamond, hopscotch). The students were sent in small groups (4-6) to the playground to list the things that were there. The groups decided which symbols they wanted to use for the various objects they saw. They drew the symbols on construction paper and cut them out in preparation for making their maps. Each group received a large sheet of paper and was assigned to make a map of the playground by placing the construction paper symbols in their proper places. As the students completed their maps, they were reminded to label the directions and make a legend. The completed maps were displayed, and each group discussed its map with the rest of the class.	1. Allow the students to make symbols for additional playground equipment they would like to have on their playground. 2. They may want to make a floor plan of a room at home and use symbols to represent furnishings.

Objectives	Activities	Additional Activities
1. To introduce the concept of a grid. 2. To locate given points on the grid. Materials For the teacher: Ten 5" x 8" signs, one each labeled A-J Seven 5" x 8" signs, one each labeled 1-7 Chalk eraser For each student: Grid worksheet (see next page)	The numerals 1-7 were taped across the front of the classroom, and the letters A-J were taped along the adjacent wall. To introduce the use of grids, the following game, "Find the Eraser," was played. One student left the room. Another student hid the eraser within the classroom. The first student returned to the room, read the coordinate written on the board (i.e., E-5), then walked to that location and searched until the eraser was found. New students were chosen as the game continued. When the students became comfortable in using the grid to find the eraser, the grid worksheet was distributed. The students were asked to find the location where coordinate B intersects coordinate 4 and to make a circle at that location. After visually checking to see which students grasped the concept, further directions were given (i.e., place an X at F-6, a dot at A-2, a triangle at G-7, etc.).	1. Students can be given grid coordinates from which they make a picture by connecting the dots. After each new grid point is given, the students connect it with the previous point so they are making the picture as they go along. If they have plotted the points correctly, the end result will be a recognizable picture or object. (See additional pages at end of episode.) 2. Students can be asked to stand at given points in the room in order to form a shape as a total group.

Name _____



15

COORDINATES

START

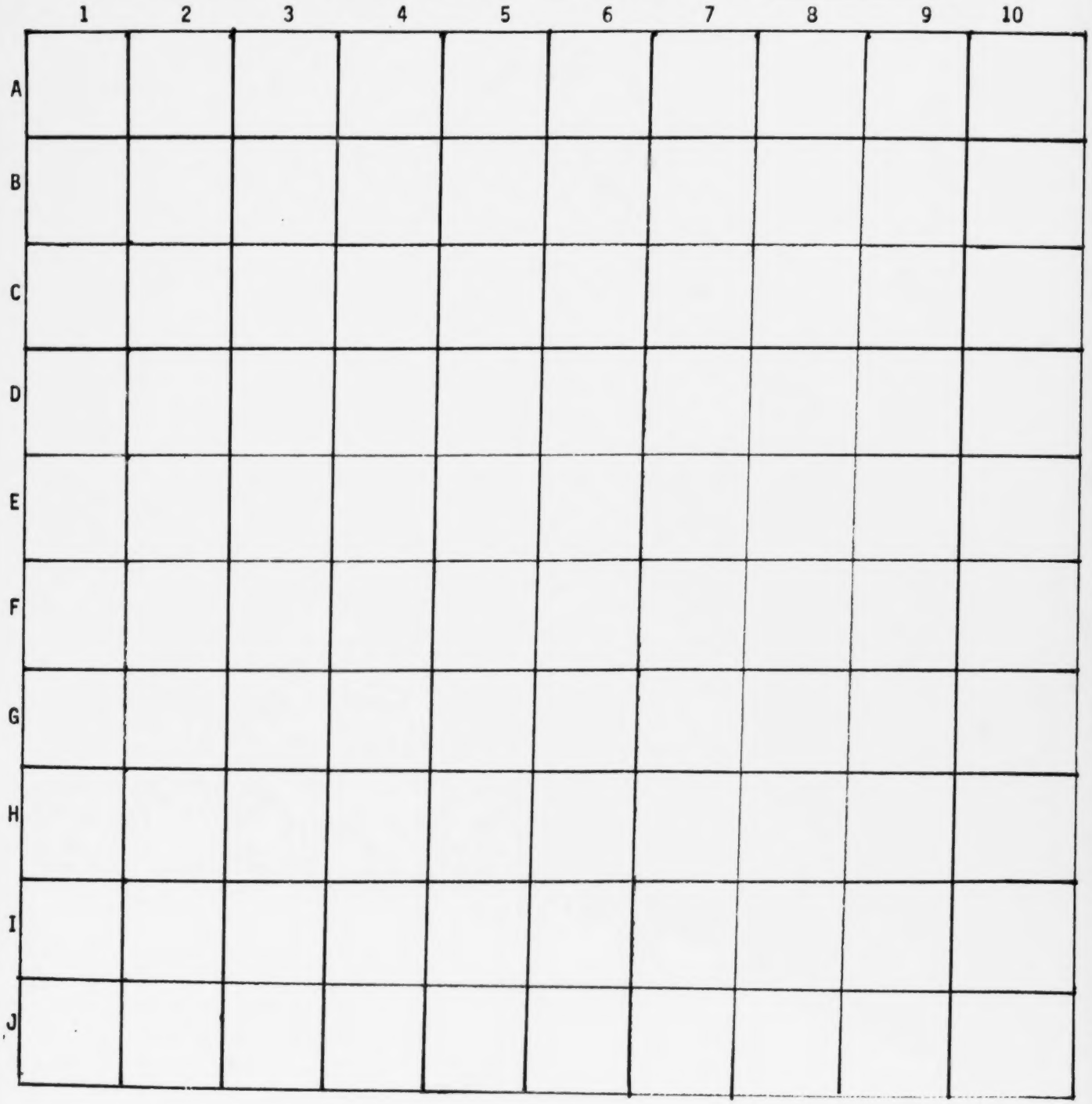
1. A-5
2. B-4
3. C-3
4. D-2
5. D-3
6. D-4
7. E-4
8. F-4
9. G-4
10. H-4
11. I-4
12. I-5
13. I-6
14. H-6
15. G-6
16. F-6
17. E-6
18. D-6
19. D-7
20. D-8
21. C-7
22. B-6
23. A-5

STOP

Grid

Name_____

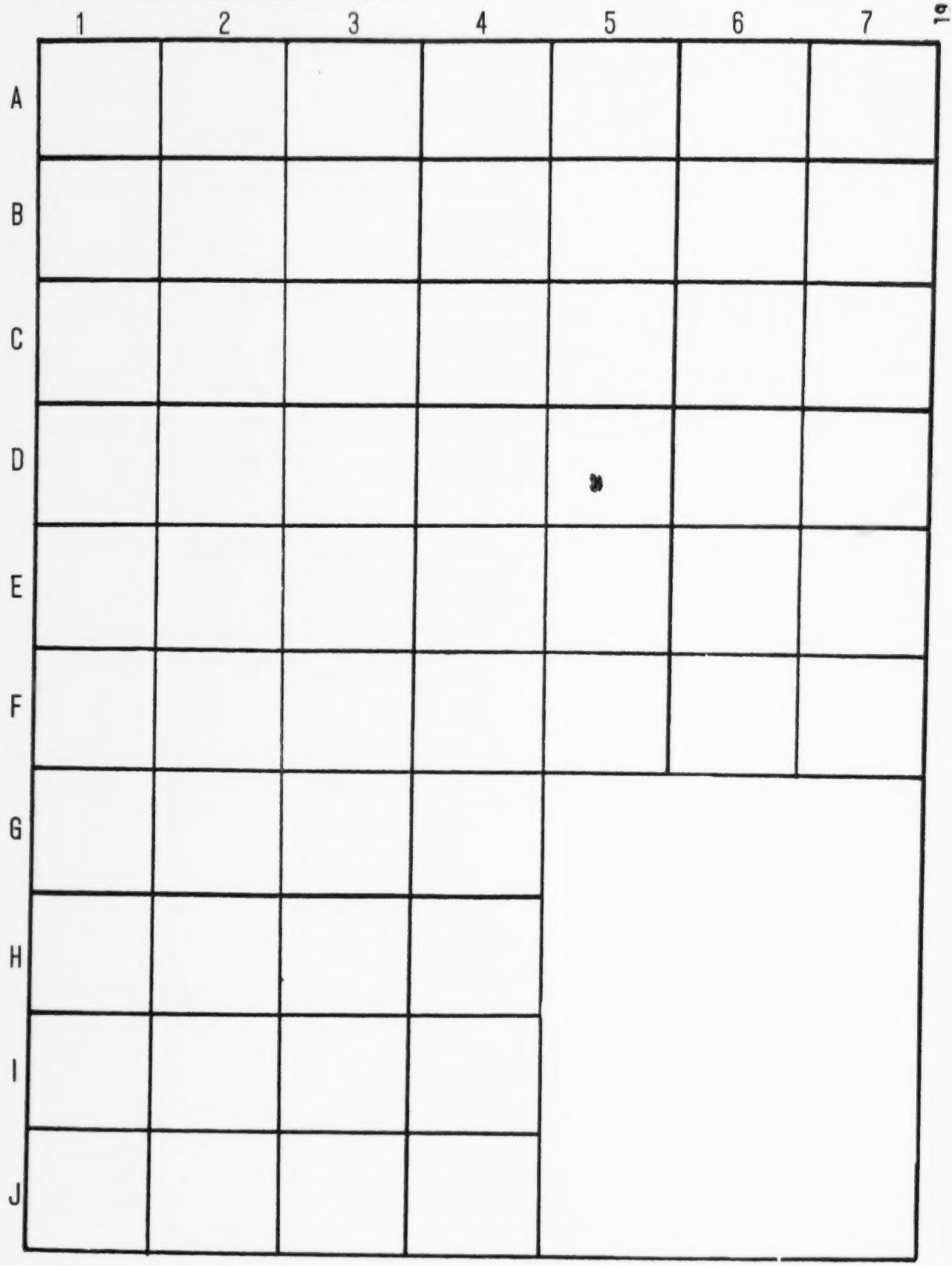
Use the coordinates on the next sheet. Locate them on the grid. Put a dot on the coordinate, then connect the dots. You have just made an_____.



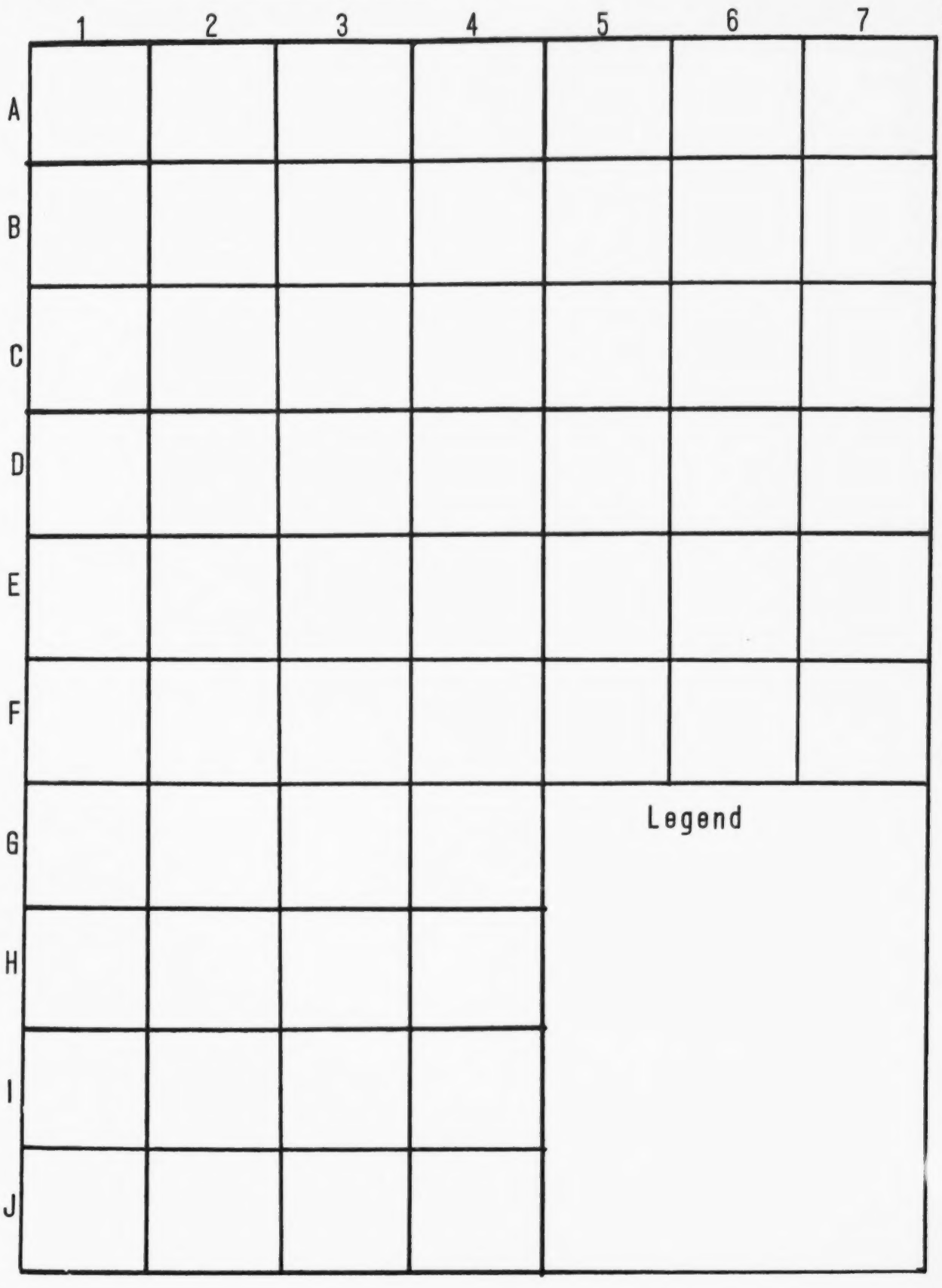
Learning Episode VIII

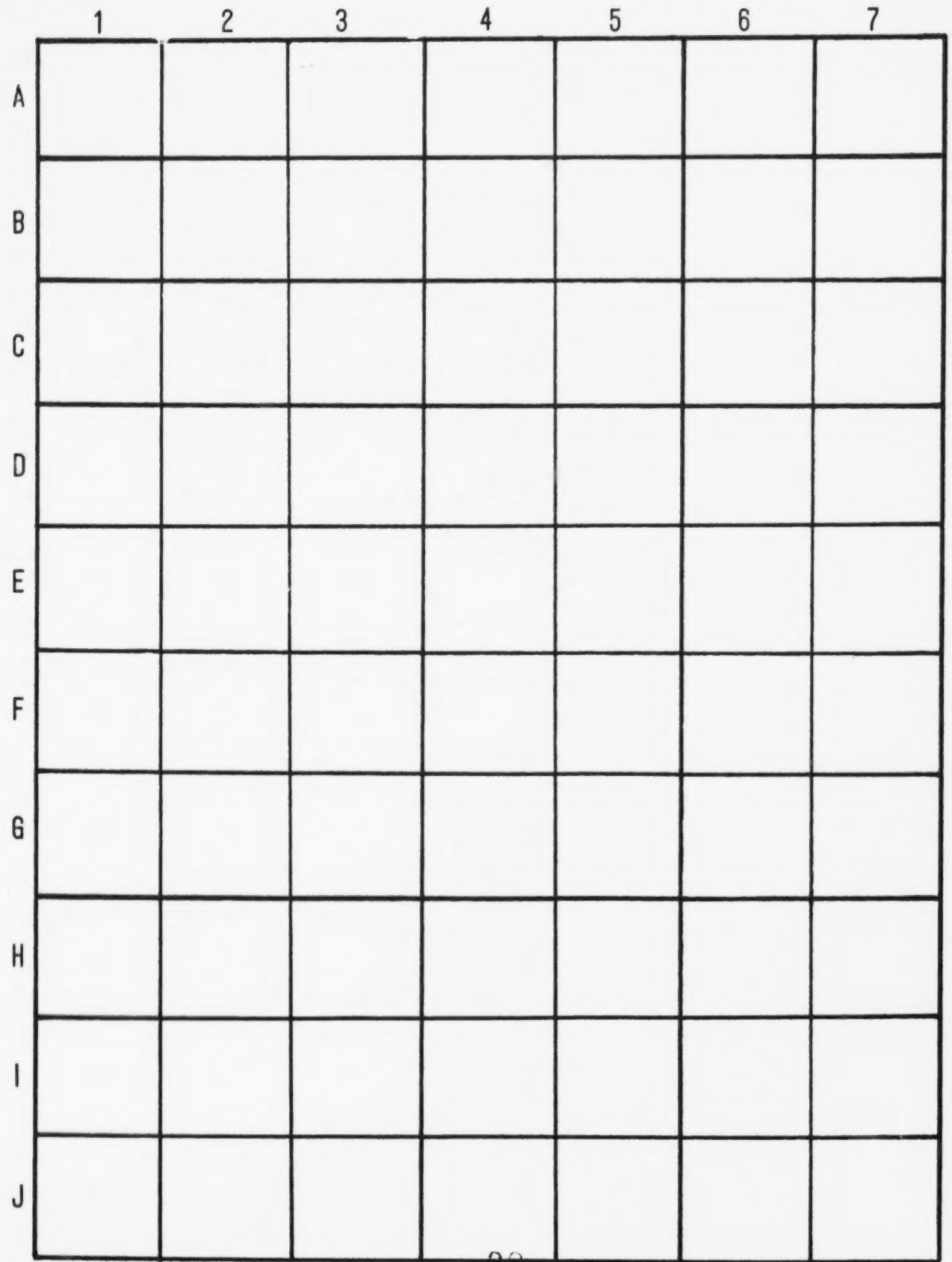
Objectives	Activities	Additional Activities
1. To reinforce the use of a map grid. 2. To use map symbols in conjunction with a grid. Materials For each student: Grid worksheets (see following two pages)	Each student drew six symbols on the first grid worksheet, for example: a tree at C-2, a house at G-7, etc. On the second grid worksheet in the legend at the bottom, a key was made listing each symbol and its coordinate; for example: C-2. The students then exchanged their legend worksheets. Using the legend, the students drew those symbols on the given coordinates. After completing the second worksheet, they were compared with the original grids.	1. Make a grid on a large sheet of paper. Place three-dimensional objects such as milk cartons for houses, a plastic airplane for an airport, a box with a pennant on it for a school, etc., at various coordinates. Given gridsheets, the students reproduced the map by drawing symbols to represent the objects at the given coordinates. (See additional page at end of episode.) 2. Design flash cards of international symbols for use on the paper grid. Given a grid sheet, students reproduced the symbols on the given coordinates. Legends could also be made at this time.

Name _____



Name _____




1
2
3
4
5
6
7
A
B
C
D
E
F
G
H
I
J

Learning Episode IX

Objectives	Activities	Additional Activities
To evaluate the students' understanding of map grids and legends. Materials For each student: Self-Test (3 pages)	The students received the 3-page self-test. For each coordinate listed on the first sheet, the students were asked to locate it on the grid of the second worksheet, find the symbol in the legend, and write its name on the appropriate blank on the first worksheet. On the third page, the students were to draw the symbols illustrated in the legend at the correct coordinate on the grid.	1. Additional laminated map grids and legends could be available for students to complete. These could be checked and then erased for continued use by other students. 2. Make a large grid on the playground with chalk or tempera paint. Students can represent various objects and stand on assigned coordinates.

SELF-TEST

Name _____

1. A-1 _____

2. D-2 _____

3. B-3 _____

4. G-3 _____

5. E-5 _____

6. G-5 _____

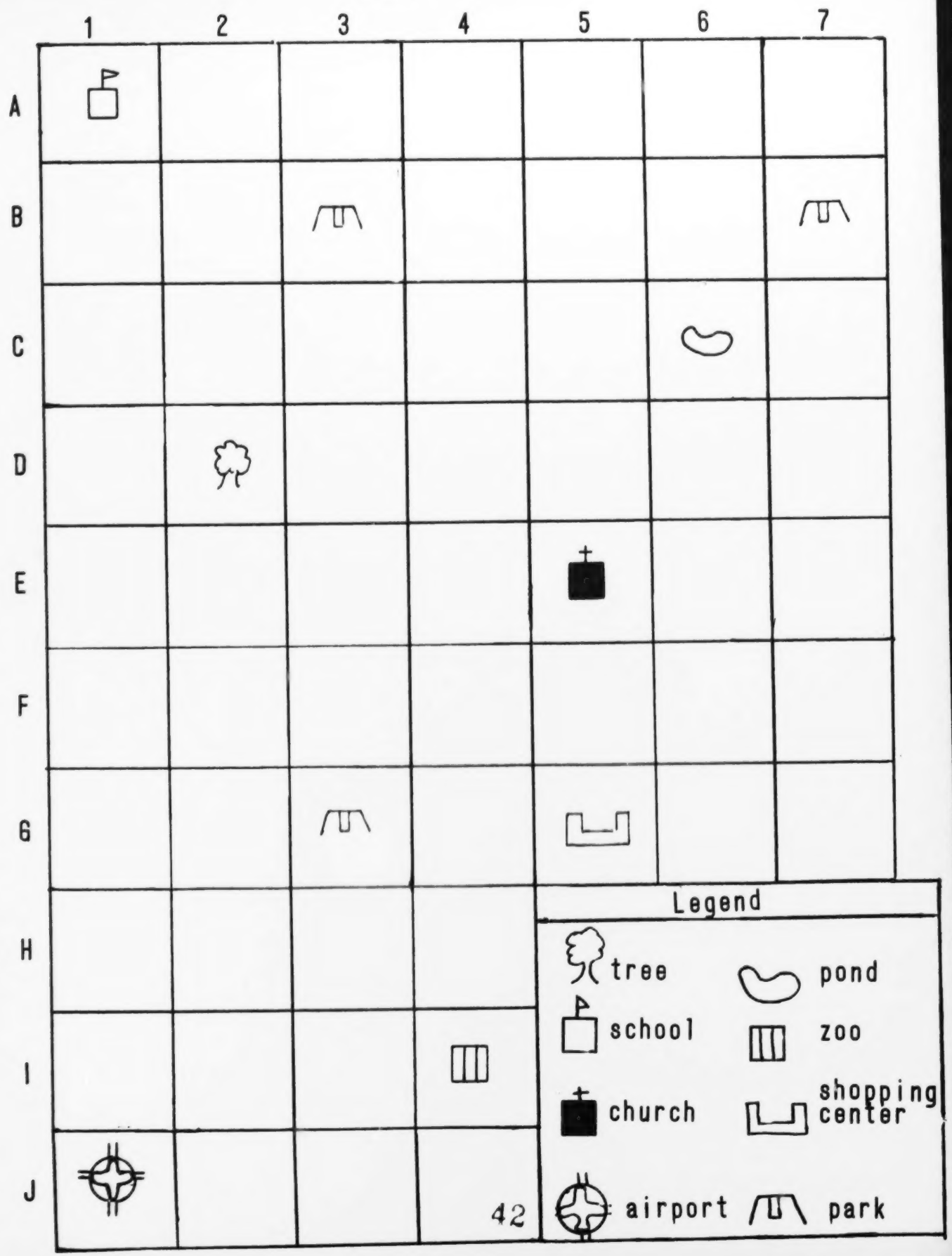
7. C-6 _____

8. B-7 _____

9. I-4 _____

10. J-1 _____

SELF-TEST

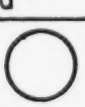

1
2
3
4
5
6
7
A
B
C
D
E
F
G
H
I
J
Legend
tree
pond
school
zoo
church
shopping center
airport
park
42

SELF-TEST

	1	2	3	4	5	6	7
A							
B							
C							
D							
E							
F							
G							
H							
I							
J				43			

Legend

E,5


F,6

B,2

I,2

D,7

J,4

A,3

G,1

Objectives

1. To identify the four intermediate directions in the classroom.
2. To use the four intermediate directions to describe the location of an object in the classroom.

Materials

For the teacher:

Eight 6"x9" signs with pictures like those on the student worksheet

Transparency of student worksheet

Overhead projector

For each student:

Intermediate coordinate worksheet (see next page)

Activities

Prior to today's lesson, the eight signs with pictures on them had been randomly hung from the ceiling of the room.

At the beginning of the lesson, the students were asked to imagine the room divided into four equal parts by thinking of a line going north to south and a line going east and west. Different students were asked to stand in the northeast, northwest, southeast, and southwest quadrants of the room.

The worksheets were distributed to the students. They were told to find the signs pictured on their worksheets, then decide if they were hung in the N.E., N.W., S.E., or S.W. quadrant of the room. They placed an X in the appropriate box for each sign.

At the end of the period, the students discussed their answers. A transparency of the worksheet was used to record their answers.

Additional Activities

1. Students could go outside to the playground to play a game, in which one student gives the quadrant and the rest of the class names the pieces of equipment located there.
2. Classroom maps or home maps might also be used to reinforce intermediate directions. One student might say, "I'm thinking of a piece of furniture in the southwest quadrant." Other players could use the clue to make their guesses.

INTERMEDIATE DIRECTIONS

Name _____

	N.E.	N.W.	S.E.	S.W.

Objectives	Activities	Additional Activities
1. To use a map grid and legend in locating places within the community. 2. To use cardinal and intermediate directions in locating places within the community. Materials For the teacher: Large map of the community For small groups of students: 5-6 smaller maps of the community (large and small maps may be available through your local government agency) or telephone books (maps included in the phone books can be substituted for large and small community maps) Worksheet listing the places to be located (adapt for your own community) 10-12 markers (washers, beans, etc.) for each team to mark locations on their map	A large map of the community labeled with coordinates was presented to the students. The use of the grid was reviewed. The students were then asked to locate specific places and give their coordinates. The students were separated into teams of four and given desk maps of the community. They were asked to locate the places listed on the worksheet and record their coordinates (for example: my house, A-15; school, B-10). At the conclusion of the period, the students returned to the front of the room and shared the information they had generated in their teams. Cardinal and intermediate directions were reinforced by determining the location of one place in relation to another.	1. On the large map, students could locate their homes and identify them by placing pins into the maps with strips of paper listing their names and addresses. 2. Make a legend of points of interest within your community and place a different colored circle following each name. Place this legend near the large map of the community. Write riddles on index cards to describe the location of these places (i.e., "I'm directly north of the water tower and east of the City Hall. What am I?") On the back side of the riddle card, place a colored circle to show the answer.

OUR COMMUNITY

SAMPLE

NAMES	HOME COORDINATES
_____	_____
_____	_____
_____	_____
_____	_____

CEDAR FALLS	COORDINATES
Price Lab School	_____
Cedar Falls High	_____
Fire Station	_____
Public Library	_____
Post Office	_____
Sartori Hospital	_____
Ray Edwards Pool	_____
City Hall	_____

OUR COMMUNITY

NAMES	HOME COORDINATES

COORDINATES

Learning Episode XII

Objectives	Activities	Additional Activities
1. To use the "City and Town Index" on a state map to identify the coordinates of given places. 2. To use a map grid in locating the given places. Materials For the teacher: Highway map of home state For every two students: Highway map of home state Worksheet listing selected cities and towns in home state Envelope containing symbols (cut a set of construction paper symbols as listed on the following worksheet) "Plasti-tak" for adhering symbols to road maps	A highway map of the home state was placed in the front of the room. The students identified the map by referring to the title. Questions were asked to determine students' awareness of cities located in their home state. For example: a. What is the capital city? b. What is the largest city? c. Which large cities are near your home town? d. What cities have you visited? Through exploration and discussion the students recognized that the cities within the state were listed in alphabetical order in the index. Beside the name of each city was listed the population and coordinate. Together the students located several cities. The students were then paired and given a highway map of the home state, an envelope containing symbols, a worksheet, and Plasti-tak. The students found the cities listed on their worksheet and placed the appropriate symbol for each city on their highway map.	1. Collect highway maps of other states. Let students locate places they have visited or read about. 2. A licensed pilot could share flight maps.

MAP OF IOWA

SAMPLE

Names _____

_____

Directions: Find each of the following cities and its coordinate on the map index. Locate the city on the map. Place the symbol on the name of the city.

CITY	SYMBOL
Des Moines	★ red
Cedar Falls	△ green
Waterloo	○ red
Marshalltown	□ blue
Cherokee	△ red
Sidney	○ blue
Tama	□ green
Strawberry Point	○ yellow
Iowa City	□ red
Humboldt	△ blue
Decorah	○ green

MAP OF _____

Names _____

_____

Directions: Find each of the following cities and its coordinate on the map index. Locate the city on the map. Place the symbol on the name of the city.

SYMBOL	
★	red
△	green
○	red
□	blue
△	red
○	blue
□	green
○	yellow
□	red
△	blue
○	green

Learning Episode XIII

Objectives	Activities	Additional Activities
1. To identify specific symbols by using the legend on a state highway map. 2. To locate these symbols and list their names and coordinates. Materials For every two students: Highway map of home state State Map Legend worksheet	The students began this session by locating the legend on their state maps. The various symbols were identified and discussed. The students were then paired and given a state highway map and a worksheet of various places to locate. The last part of the session was spent discussing the information they had collected.	1. List a coordinate on the chalkboard. The students locate this point on their maps, identify the symbols, and then name what is located in that area. This activity could be played as a game with partners, teams, or the whole class. 2. Give the coordinates of special interest places within the state.

STATE MAP LEGEND

Names _____

_____

Use the home state map and its legend to answer these questions:

1. Give the names and coordinates for three state parks with camping facilities:

Names	Coordinates
_____	_____
_____	_____
_____	_____

2. Give the names and coordinates for two state parks with no camping facilities:

Names	Coordinates
_____	_____
_____	_____

3. List the coordinates of three state patrol (state trooper) offices:

Coordinates
_____
_____
_____

4. Find two points of interest. Write the names of the points of interest and give their coordinates:

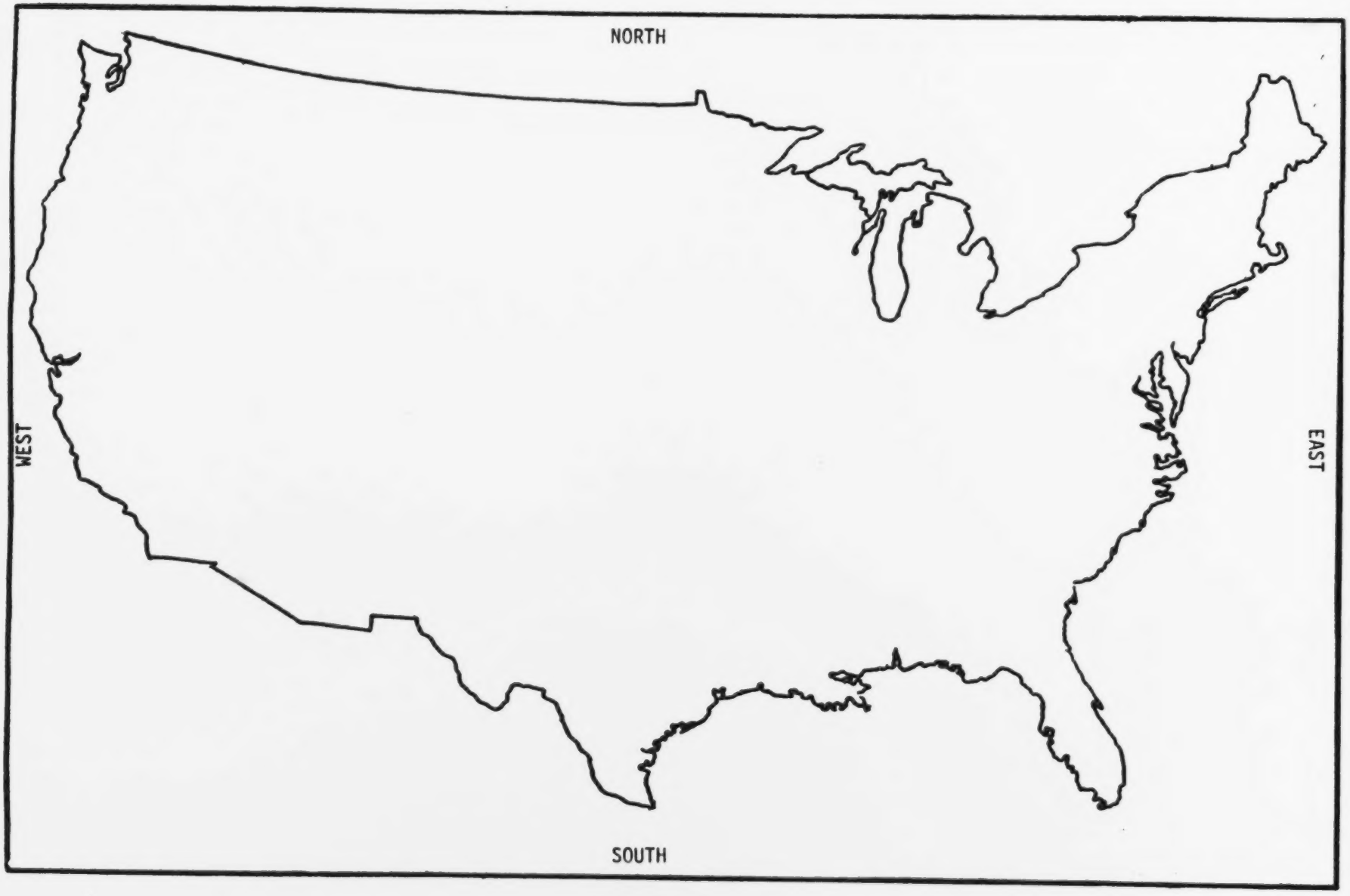
Names	Coordinates
_____	_____
_____	_____

Learning Episode XIV

Objectives	Activities	Additional Activities
1. To become familiar with states surrounding the home state. 2. To reinforce the use of legend and coordinates on highway maps. Materials For small groups of students: Highway maps of states surrounding home state Sheet of paper	The students volunteered to work on a highway map of their own choice. They were asked to locate places they had visited or would like to visit. They listed these places on a sheet of paper, giving the name of the place and its coordinate. At the end of the session, groups of students shared their points of interest. The maps and their papers were posted in the classroom.	1. Students could design worksheets listing five places of interest located on their group's maps. These worksheets and maps could be exchanged between groups. 2. Students might enjoy exploring maps of recreational places (such as Disneyland), historical places (such as Washington, D.C.), or subway systems.

Learning Episode XV

Objectives	Activities	Additional Activities
1. To recognize the outline of the United States. 2. To name the states in the United States. Materials For the teacher: Outline transparency of the United States (see the following page) Overhead projector Clear transparency	The students identified the outline of the United States (transparency), and were asked to estimate the number of states. These estimates were recorded on the transparency. The students began naming as many of the states as they could think of while the teacher quickly listed them on the transparency. A count was made at the end of the period to see how many states they had listed. (The students did not name all 50 states. Before the beginning of the next session, many students had located the names of the remaining states.)	1. Resource books could be made available for purpose of supplementing this lesson. 2. Students could be given a list of names which included cities and states. They could be asked to draw a ring around the names of states and draw a line through the names of cities. (See additional page at end of episode.) 3. Have a U.S. or world map puzzle available for students to work on during free time.



UNITED STATES

62

63

CITIES AND STATES

Name _____

Draw a ring around the names of states.
Draw a line through the names of cities.

1. California
2. Vermont
3. Iowa
4. Chicago
5. Hawaii
6. Minneapolis
7. Massachusetts
8. Hollywood
9. Delaware
10. Nevada
11. Las Vegas
12. Honolulu
13. Utah
14. Minnesota
15. Georgia
16. Boston
17. Ohio
18. Illinois
19. Des Moines
20. Virginia

CITIES AND STATES

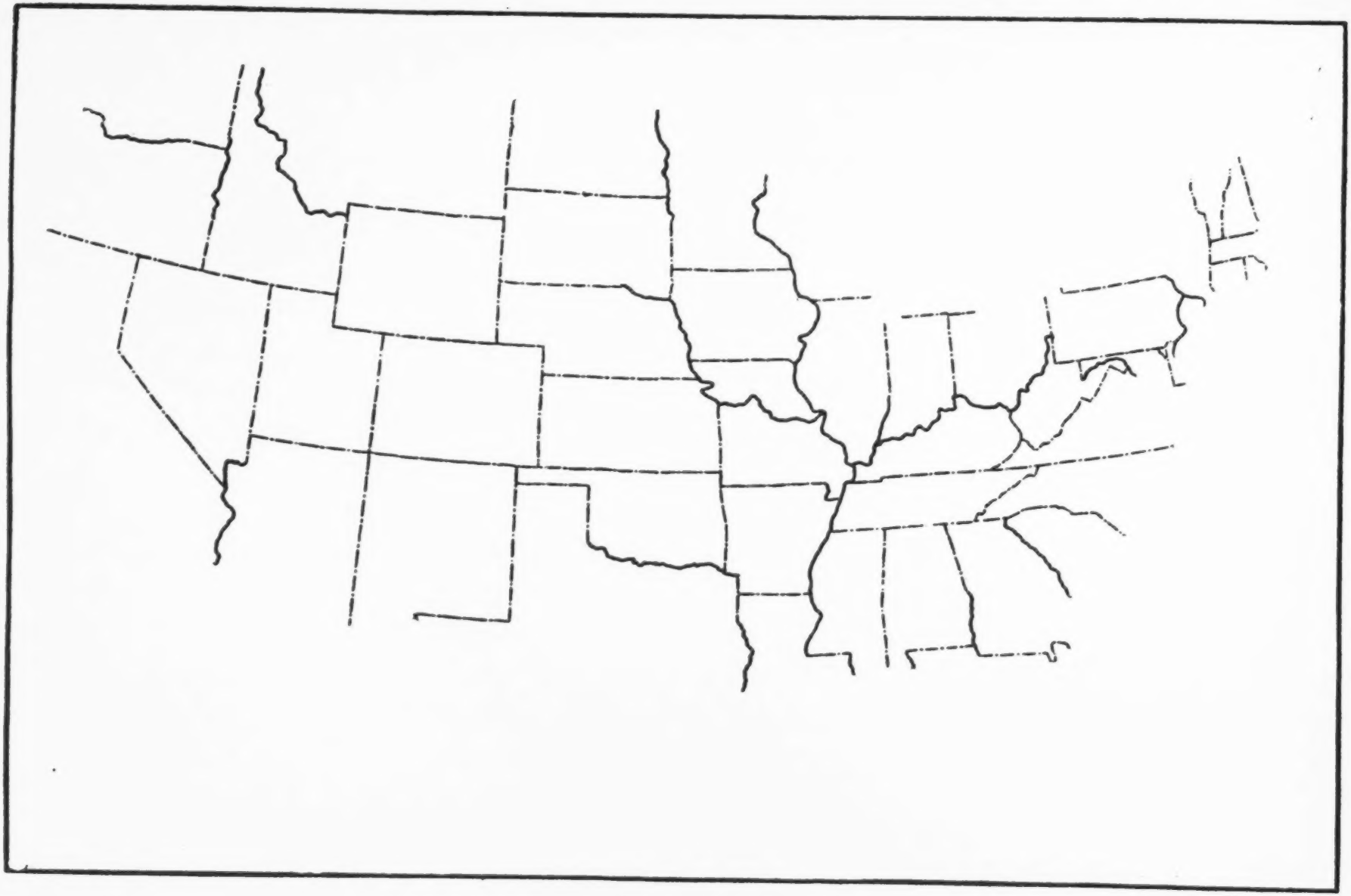
Name _____

Draw a ring around the names of states.
Draw a line through the names of cities.

1. California
2. Vermont
3. Iowa
4. Chicago
5. Hawaii
6. Minneapolis
7. Massachusetts
8. Hollywood
9. Delaware
10. Nevada
11. Las Vegas
12. Honolulu
13. Utah
14. Minnesota
15. Georgia
16. Boston
17. Ohio
18. Illinois
19. Des Moines
20. Virginia

Learning Episode XVI

Objectives	Activities	Additional Activities
1. To recognize that the United States includes fifty states. 2. To title and label the directions on the U.S. map. 3. To locate and list the state names by using coordinates and first letters. Materials For the teacher: Transparency showing the outline of the U.S. (see last lesson) Transparency of state boundaries (see the following page) Overhead projector For every two students: U.S. map with coordinates A-I and 1-9 and state names For each student: Worksheet listing the first letter and coordinate of each state	The students made additions to the list of state names compiled the day before. The transparency showing state boundaries was superimposed on the transparency of the U.S. outline. Through discussion and counting, the students concluded that the U.S. included 50 states. After the students chose partners, they received their maps. They titled them and labeled the directions N, S, E, and W. The rest of the time was spent locating and listing the state names on the worksheet. The students discussed their findings with each other as they worked.	1. One student puts a puzzle piece on overhead and gives coordinate. The other students guess which state it is. 2. A hidden word worksheet containing names of states could be used. (See additional page at end of episode.) 3. A worksheet with state names scrambled could be used. (See additional page at end of episode.)



UNITED STATES

68

69

1
2
3
4
5
6
7
8
9
A
B
C
D
E
F
G
H
I
Washington
Oregon
California
Nevada
Idaho
Montana
Wyoming
Utah
Arizona
Colorado
New Mexico
North Dakota
South Dakota
Nebraska
Kansas
Oklahoma
Texas
Minnesota
Iowa
Missouri
Arkansas
Louisiana
Wisconsin
Illinois
Michigan
Indiana
Ohio
Kentucky
Tennessee
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
West Virginia
Pennsylvania
New York
Maine
Massachusetts
Rhode Island
Connecticut
New Jersey
Delaware
Maryland
Alaska
Hawaii

70

71

NAMES OF STATES

Name _____

1.	A	_____	G-7	26.	M	_____	B-3
2.	A	_____	H-1	27.	N	_____	D-4
3.	A	_____	F-2	28.	N	_____	D-2
4.	A	_____	F-6	29.	N	_____	B-9
5.	C	_____	E-1	30.	N	_____	D-9
6.	C	_____	E-3	31.	N	_____	F-3
7.	C	_____	C-9	32.	N	_____	C-8
8.	D	_____	D-8	33.	N	_____	F-8
9.	F	_____	H-8	34.	N	_____	B-4
10.	G	_____	F-7	35.	O	_____	D-7
11.	H	_____	I-3	36.	O	_____	F-5
12.	I	_____	C-2	37.	O	_____	B-1
13.	I	_____	D-6	38.	P	_____	D-8
14.	I	_____	D-7	39.	R	_____	C-9
15.	I	_____	D-5	40.	S	_____	F-8
16.	K	_____	E-5	41.	S	_____	C-4
17.	K	_____	E-7	42.	T	_____	F-7
18.	L	_____	H-6	43.	T	_____	G-4
19.	M	_____	A-9	44.	U	_____	D-3
20.	M	_____	D-8	45.	V	_____	B-9
21.	M	_____	C-9	46.	V	_____	E-8
22.	M	_____	C-7	47.	W	_____	A-1
23.	M	_____	B-5	48.	W	_____	E-8
24.	M	_____	G-6	49.	W	_____	C-6
25.	M	_____	E-6	50.	W	_____	C-3

STATE WORD MAZE

Name_____

G N C U H U Z D S A Z L P Q U
B G F M C S S I R A N M Z X S
F Z F F Y R I I R K O E W W U
I R I F V E Z O A U X E Z T Y
R V R B C O I W N U O Z K J Q
O C Z Y N A O N T I F S A N L
G A R A D I L U L U L N S E A
K J T M Q S N I D U A L P I G
S T V O W G T P F S C K I V M
J E J A S N I S N O C S I W A
R X G E R E B W A G R H U U R
W A Y F O R N N V S L N E L V
G S K K Q Y R N G I N M I L O
I L X L W O S U I J W A G A Y
T X N O G E R O F M Q A K B Y

Word Bank

Iowa	Kansas
Wisconsin	California
Oregon	Arizona
Minnesota	Texas
Illinois	Missouri

Name _____

SCRAMBLED STATES

regoOn _____

saxeT _____

moWying _____

naKass _____

walo _____

hodla _____

blAamaa _____

kewNroY _____

toaMnan _____

zAriano _____

soWcinins _____

tremnoV _____

hioO _____

welDeara _____

dorFial _____

sarksAna _____

saAkla _____

gashontWin _____

griVaini _____

hUat _____

laiCairfon _____

rogiaGe _____

loakmhOa _____

nocittuCcen _____

roaldoCo _____

veaNad _____

naMie _____

loinsill _____

danalni _____

iiiisssppM _____

ShoilaunaCort _____

neeTsnees _____

greWsainiVti _____

waiHai _____

koStDouhaat _____

yecKunkt _____

saiLunoia _____

isourisM _____

bearNask _____

shlRleddoan _____

sylviananneP _____

tokaNDthoar _____

arthoilCaNnor _____

dyaMlarn _____

wixeMcoNe _____

setcashstauMs _____

gichMain _____

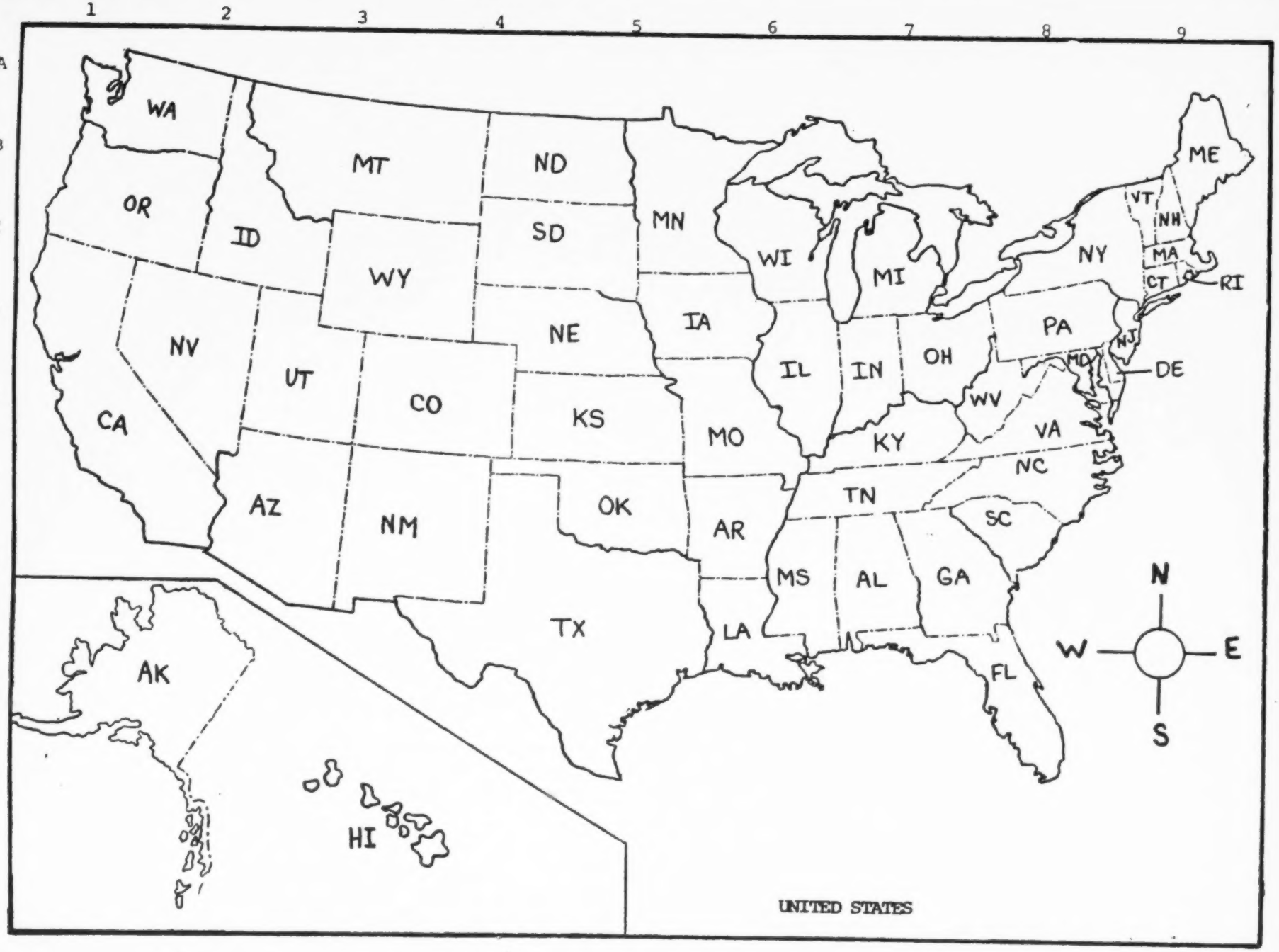
serJeNyew _____

pashwireNHem _____

stoaneMin _____

Learning Episode XVII

Objectives	Activities	Additional Activities
1. To locate the home state and bordering states. 2. To label each state by writing the postal abbreviation. Materials For the teacher: Overhead projector Transparency of the United States labeled with postal abbreviations For each student: Map of the United States Worksheet of labeled states (see following pages) Worksheet with alphabetical listings of states and postal abbreviations	The students received the map of the United States and postal abbreviations worksheets. They were asked to title the map. The transparency of the United States was shown. The students were asked to locate their home state and write the postal abbreviation on their maps. They were asked to locate and label the states bordering their home state. The students were asked to use their labeled U.S. maps (page 41) as a reference for labeling postal abbreviations on the rest of the states. After the students completed their maps, the transparency was shown again so they could check their answers.	1. United States map puzzles could be made available. 2. An overhead projector with puzzle pieces could be set up in the corner of the room. Students could take turns showing the outline of a state. The rest of the group would try to name the state.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D
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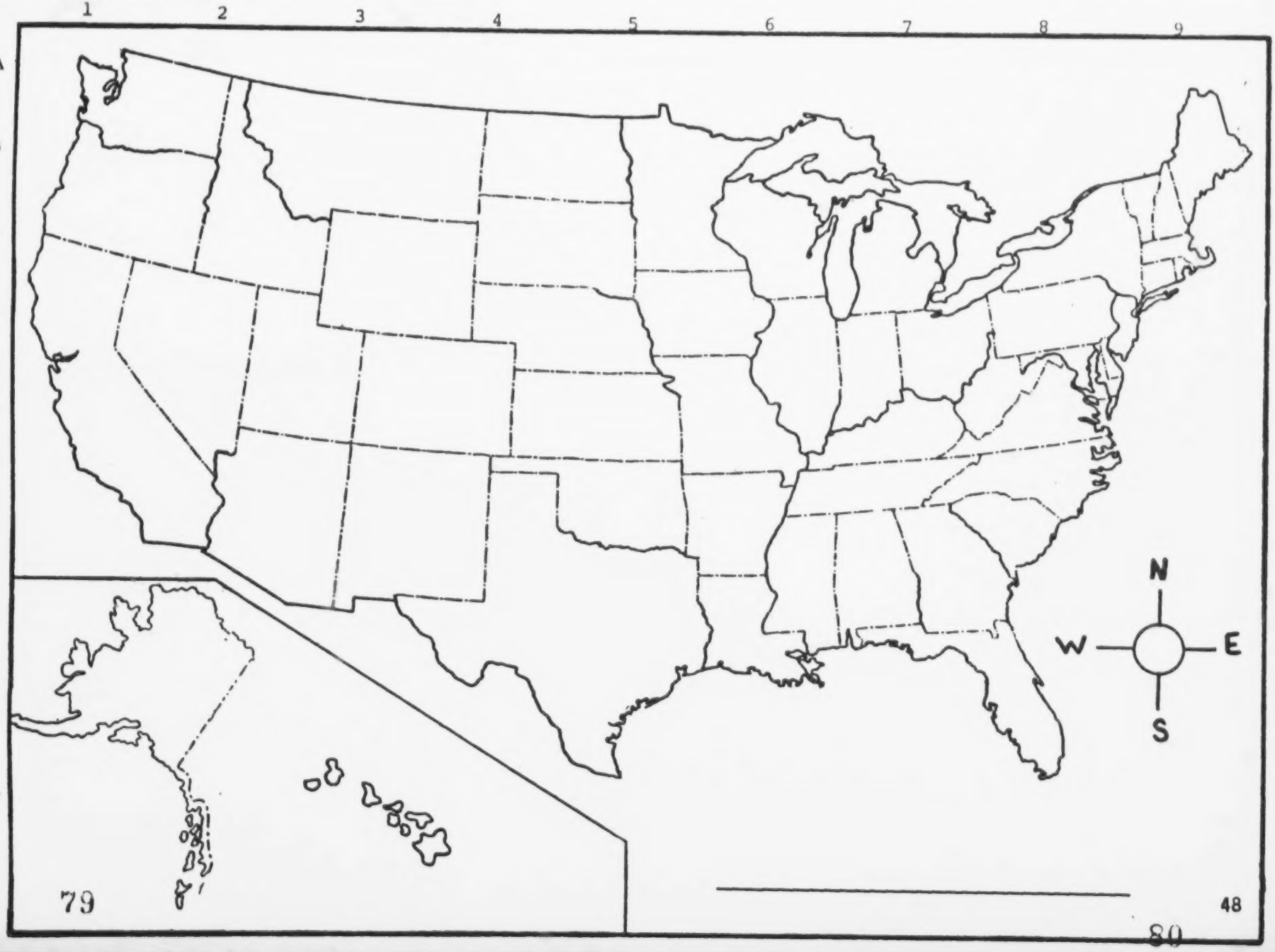
WA
OR
CA
ID
NV
MT
WY
UT
AZ
CO
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MS
MI
IN
KY
TN
AL
OH
WV
GA
FL
SC
NC
VA
PA
NY
MD
DE
NJ
CT
RI
MA
VT
NH
ME
AK
HI
N
W
E
S
UNITED STATES

77

78

Name _____



ALPHABETICAL LISTING OF STATES AND ABBREVIATIONS

STATES	POSTAL	STATES	POSTAL
Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
Florida	FL	North Dakota	ND
Georgia	GA	Ohio	OH
Hawaii	HI	Oklahoma	OK
Idaho	ID	Oregon	OR
Illinois	IL	Pennsylvania	PA
Indiana	IN	Rhode Island	RI
Iowa	IA	South Carolina	SC
Kansas	KS	South Dakota	SD
Kentucky	KY	Tennessee	TN
Louisiana	LA	Texas	TX
Maine	ME	Utah	UT
Maryland	MD	Vermont	VT
Massachusetts	MA	Virginia	VA
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY

Learning Episode XVIII

Objectives

1. To title and label the directions on the world map.
2. To label the seven continents on a two-dimensional map.
3. To label the four oceans on a two-dimensional map.

Materials

For the teacher:

Large map of the world

Transparency of student world map worksheet

Overhead projector

For each student:

World map worksheet (see next page)

82

Activities

A large map of the world was presented to the students. The seven continents and four oceans were located.

Continents	Oceans
North America	Atlantic
South America	Pacific
Europe	Indian
Asia	Arctic
Australia	
Africa	
Antarctica	

The students received a world map worksheet. The transparency of the world map was shown. The students titled their maps and labeled the directions N, S, E, and W. The students were asked to locate the continent on which they live and write the name on their maps (North America).

The rest of the time was spent locating and listing the continents and oceans on the worksheet.

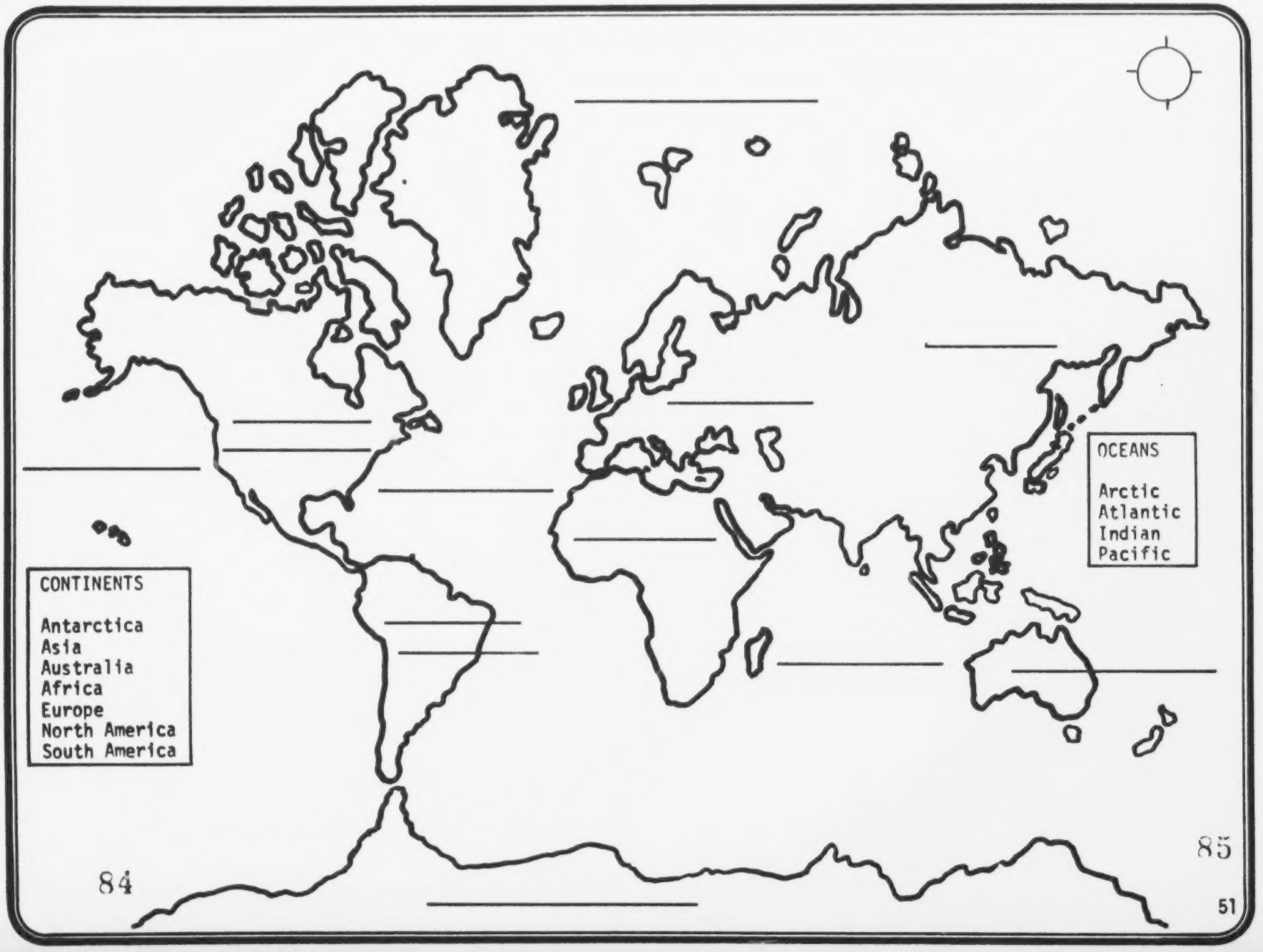
After the students completed their maps, the transparency was shown again so they could check their answers.

Additional Activities

1. Continent map puzzles could be made available.
2. Paper continents could be placed in a container. Continent names could be written on word cards. Students could pick a continent and match it to the continent name.

83

Name_____ _____


CONTINENTS
Antarctica
Asia
Australia
Africa
Europe
North America
South America
OCEANS
Arctic
Atlantic
Indian
Pacific
84
85
51

Learning Episode XIX

Objectives

1. To label equator and poles on a three-dimensional styrofoam globe.
2. To label the continents and oceans on a three-dimensional styrofoam globe.

Materials

For the teacher:

1 large globe

For every two students:

Styrofoam balls (6" diameter)

2 Tacks

Set of construction paper continents

Set of ocean labels

1 18" piece of yarn

Straight pins

Small globes (if available)

86

Activities

Seated around a large globe, the students were asked what the globe represented (earth). They identified the north and south poles and the equator. They were asked to locate and name the continents (large masses of land) and the oceans. These were listed on the chalkboard.

Continents	Oceans
North America	Atlantic
South America	Pacific
Europe	Indian
Asia	Arctic
Australia	
Africa	
Antarctica	

The teacher demonstrated how to make a globe with a styrofoam ball. The poles were identified by placing tacks on opposite points of the styrofoam ball. The yarn was wrapped around the middle of the ball to represent the equator.

The students were instructed to label the poles and equator on their own styrofoam globes. They then added paper continents and strips naming the oceans. Small globes were placed around the room to be used as references.

Additional Activities

1. Paper continents could be placed on the overhead and students could locate these on their own globes.
2. Using a flat map, a globe, and a string, have the students chart the shortest distance between two points. Have them compare points of intersection. For example: Going from Chicago to London on a flat map you will intersect _____ and on the globe you will intersect _____.

87

North America
South America
Australia
Africa
Europe
Asia
Antarctica
Arctic Ocean
Indian Ocean
Atlantic Ocean
Pacific Ocean

Objectives	Activities	Additional Activities
Given a posttest, students will demonstrate the ability to interpret map and globe information. Materials For the teacher: Test Teacher's Questions For each student: Test Outline map of the United States Pencil	The desks in the room were arranged to provide a proper testing environment. After the students received their four-page tests and outline maps, the teacher proceeded to read the items orally. Thirty to forty minutes were allowed to administer the test.	1. Many of the additional activities listed in this packet can be set up as learning centers throughout the year to reinforce and extend the skills that have been introduced. 2. Students may enjoy finding the names of continents in a word maze. (A sample is included with this episode.)

TEACHER'S QUESTIONS FOR MAP AND GLOBE POSTTEST

The sentences listed below should be read to the students.

Cardinal Directions

The students will respond on answer sheet page 1 for items 1-6.

1. I am standing at which end of the room? (north, south, east, or west)
2. The windows are located at which end of this room? (north, south, east, or west)
3. In the morning the sun rises in the _____. (north, south, east, or west)

Outline Identification

4. Look at the shapes. Draw an X on the outline of the United States.
5. Look at the shapes. Draw an X on the outline of Iowa. (ATTENTION TEACHERS: You may want to substitute the outline of your home state.)
6. Look at the shapes. Draw an X on the outline of the North American continent.

Direction and Interpretation

The students will respond on answer sheet page 2 for items 7-11.

7. Look at the compass at the top of the page. Label the compass N S E W.
8. Find City Hall. Which direction must you travel to read the Fire Department?
9. Find the theater. Which direction must you travel to reach the railroad station?
10. Find the library. Which direction must you travel to reach River Park?
11. Main Street runs in which directions? (east and west, north and south)

TEACHER'S QUESTIONS FOR MAP AND GLOBE POSTTEST - page 2

Location

The students will respond on answer sheet page 3 for items 12-18.

12. What is located at C-3?

13. Write the coordinate for the Post Office.

14. What is located east of the hospital?

15. How many schools are there on the map?

16. Draw a mountain at D-2.

17. Draw a church at A-4.

18. Draw a lake at E-5.

United States Map

Distribute outline maps of the United States to each student. These maps will be used in answering items 19-23 on page 4.

19. What is the name of your state?

20. What is the name of your country?

21. How many states are there?

22. What is the name of a state located in the northeast region of the United States?

23. How many states touch your home state?

Continents

24. Label one of the continents by writing the number in the correct blank on the map.

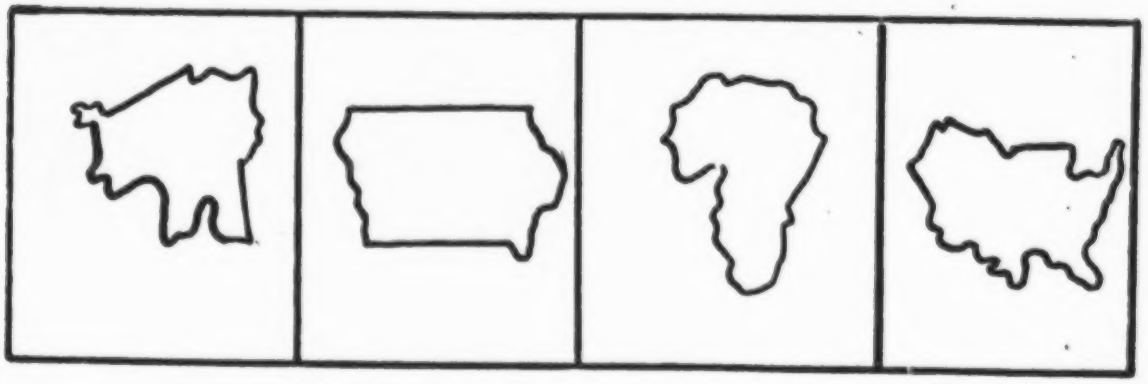
25. Label one of the oceans by writing the letter in the correct blank on the map.

MAP SKILLS POSTTEST

Name _____

1. North South East West
2. North South East West
3. North South East West

4.



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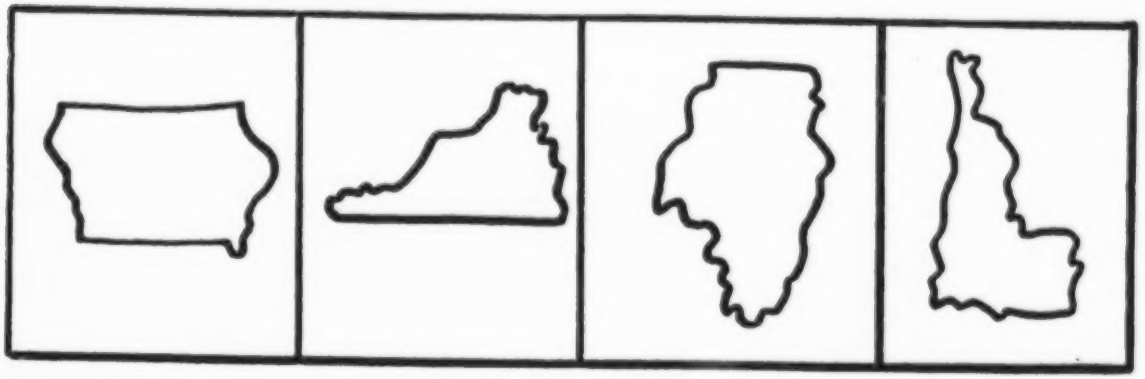

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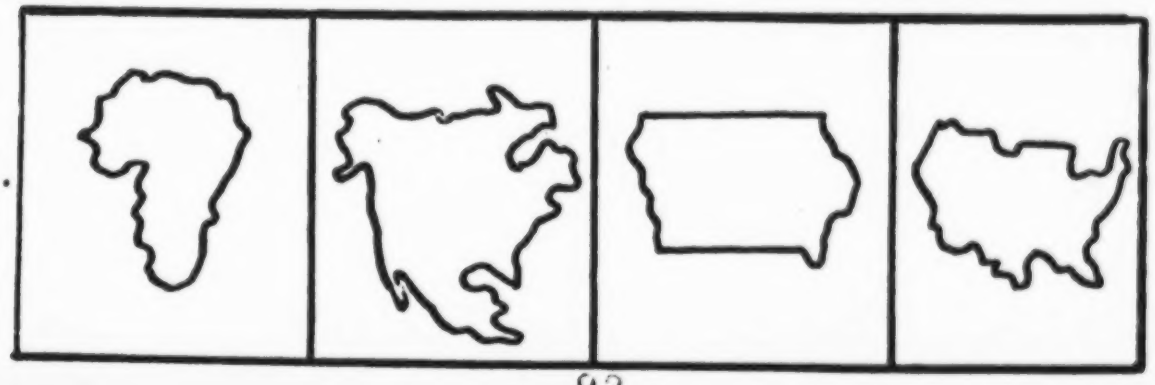
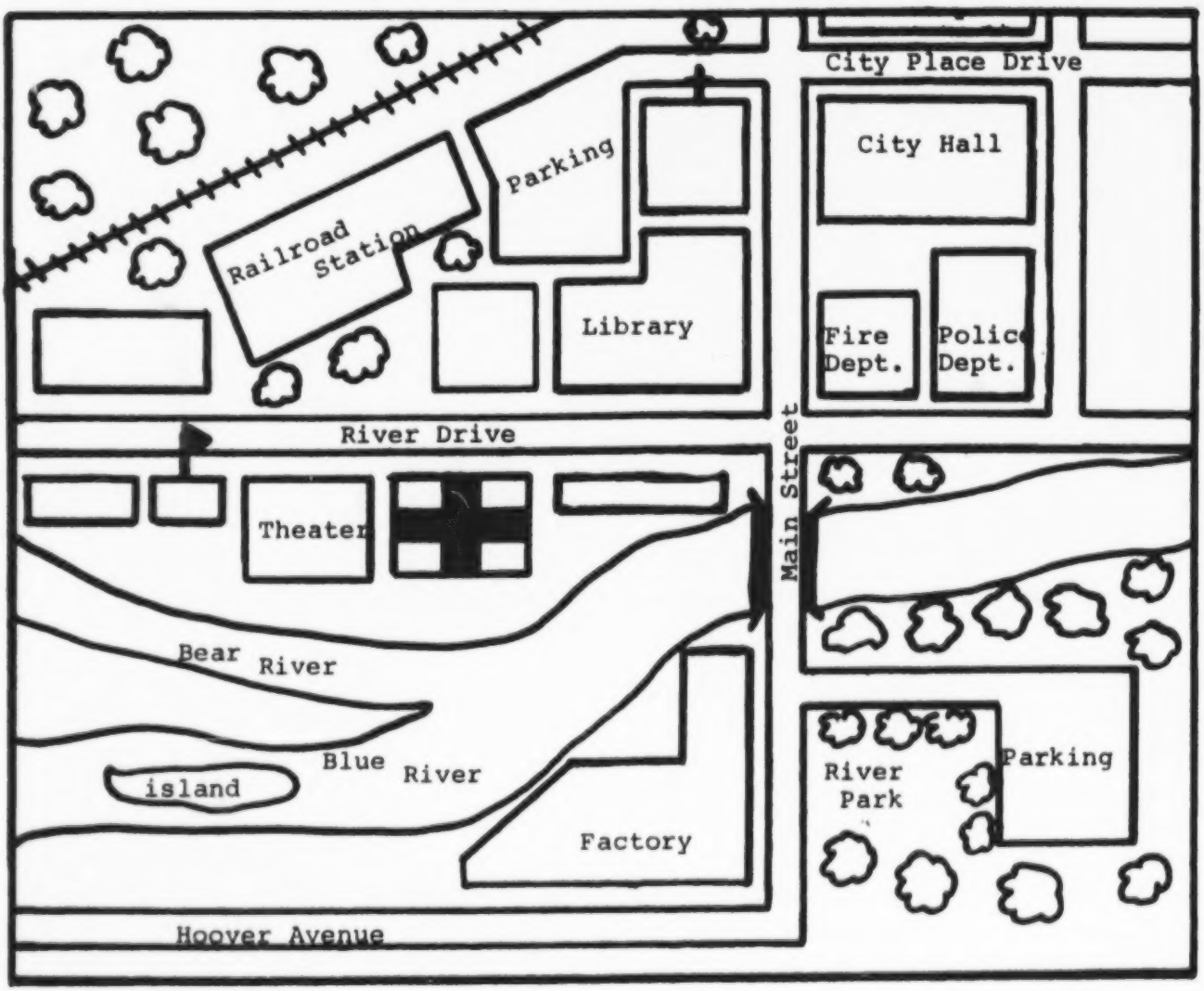


MAP SKILLS POSTTEST

RIVER CITY



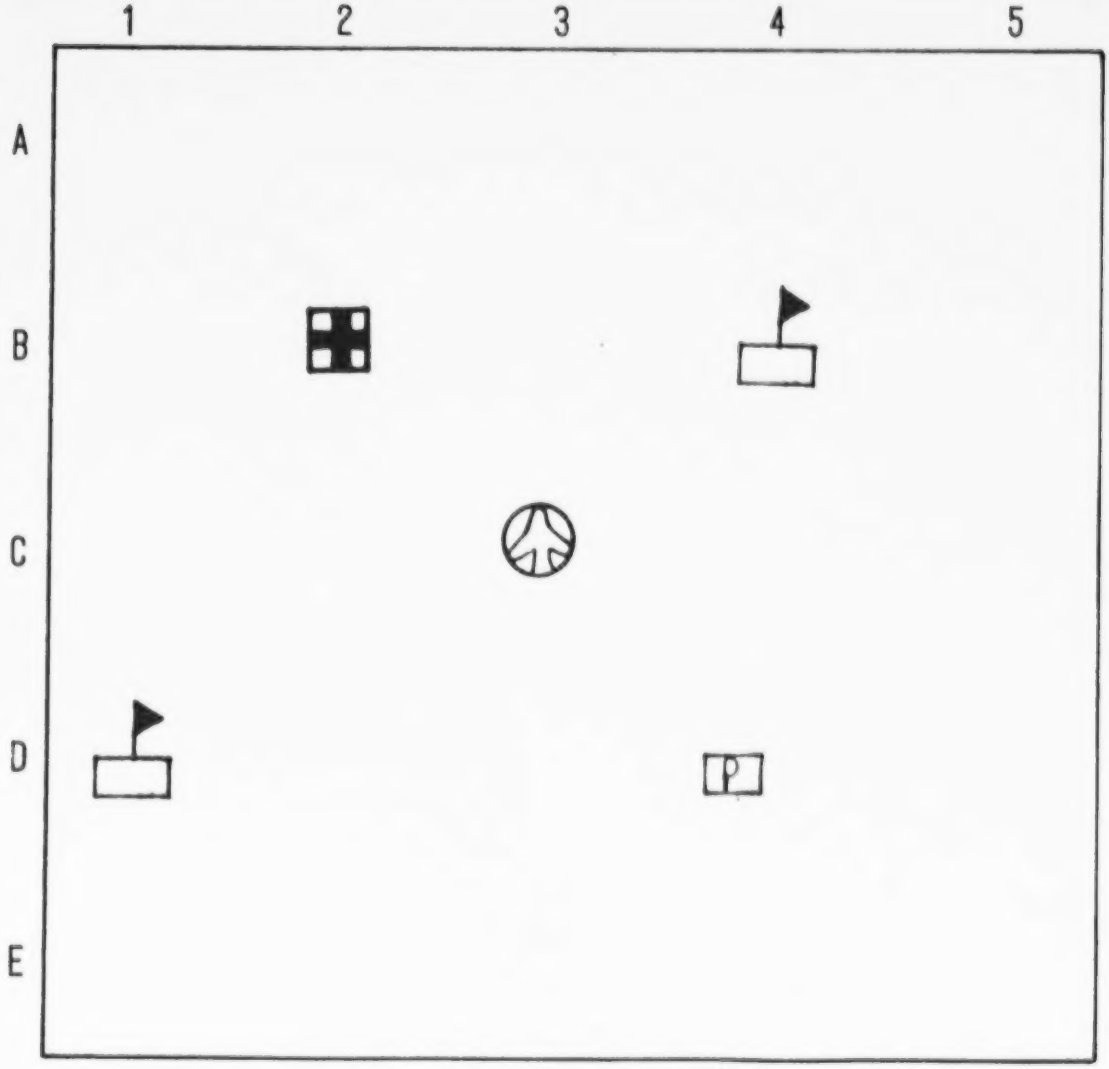
8. North South East West

9. North South East West

10. North South East West

11. North and South East and West

59



12. _____

13. _____

14. _____

15. _____

LEGEND

airport

church

hospital

lake

mountain

post office

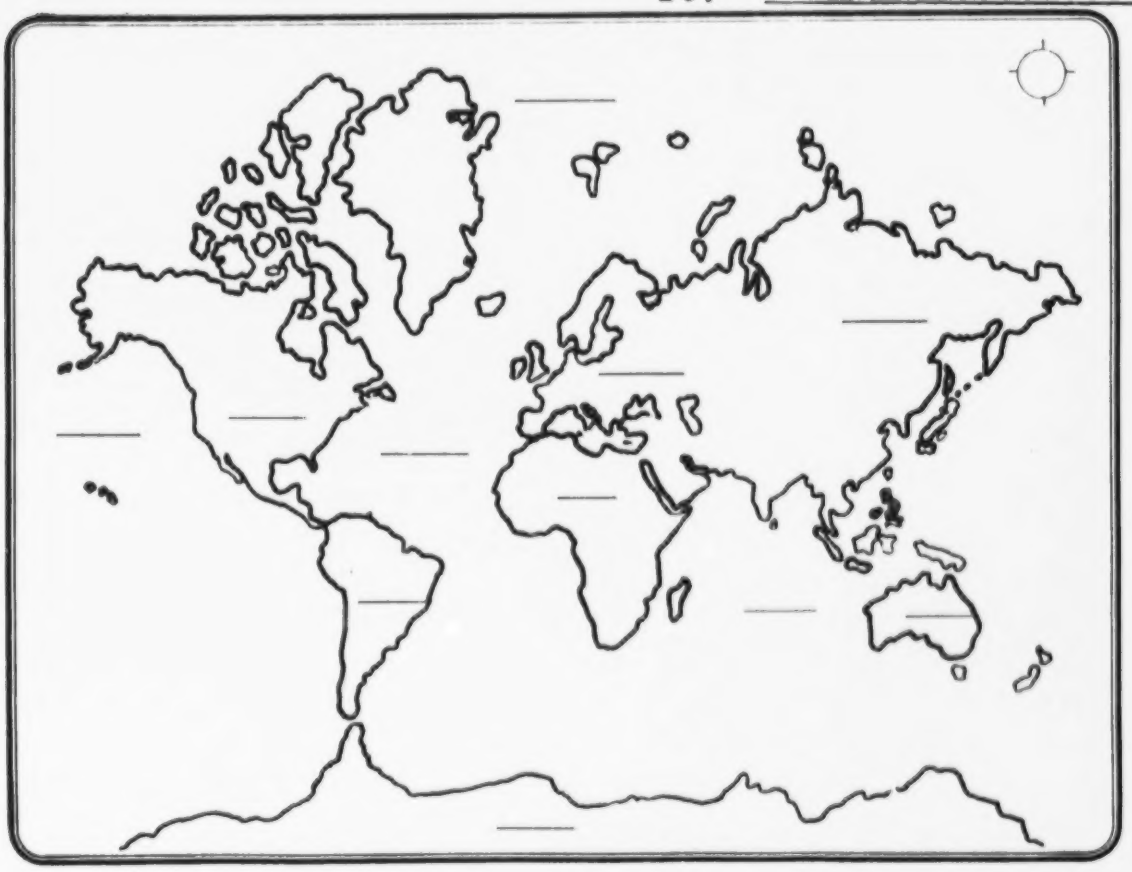
school

MAP SKILLS POSTTEST

19. _____ 20. _____

21. _____ 22. _____

23. _____



Continents	Oceans
1. North America	A. Atlantic
2. South America	B. Pacific
3. Europe	C. Arctic
4. Asia	D. Indian
5. Africa	
6. Australia	
7. Antarctica	

97

98

61

CONTINENT WORD MAZE

Name _____

M G N O R T H A M E R I C A R
Y K U S K K I C E C L O C L B
S N N L G Q J O V E R N H S J
X E Y A Q Z D A U O R A O R I
K T G M N A M H U W N U X A S
Y S B Y S H U U Z T T D F R V
A U S T R A L I A H C R N S Q
I Y H M V L U R A J I E S Q A
A Q T E Y Y C M O C R X M X E
L E P U A T E Y A W V L R A X
I G D L I R G S R D W D F V R
E R W C I P Z S M F A Q S I O
A S A C K K Z K D V V J R Y P
P V A Z K G A Z R D X V L Q N
M A I S A R U E V E J K Y B K

Word Bank

North America
Australia
Eurasia
Africa
South America
Antarctica